

<p><b>HEALTH EDUCATION</b> – Basic to health education is a foundation of knowledge, attitudes, skills and behaviors impacting healthy lifestyles. Healthy family relationships are critical to maintaining the family unit, which historically has been considered the fabric of society. While parents are the primary source from which children learn skills to act responsibly in relationships, the community and school play supportive roles. Individuals who are confident in their knowledge of themselves and the relationships and interactions within families and other interdependent groups, and who are able to apply skills of developing and maintaining healthy relationships are better able to participate in a healthy family life, to nurture and support others, and to successfully manage their changing life responsibilities.</p>
<p><b>Personal Wellness</b> – Physical and personal wellness are affected by positive interaction in groups, exercise, fitness, strategies for remaining mentally and emotionally healthy, and knowledge of reproduction and sexuality issues.</p>
<p><b>PL-HS-1.1.01</b> <b>Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying, different perspectives and points of view, empathy, personal growth, relationship building, fulfilling commitments). DOK 2</b></p>
<p><b>PL-HS-1.1.02</b> <b>Students will apply and justify effective strategies for responding to stress, conflict, peer pressure, , bullying, and harassment (e.g., problem-solving, relaxation techniques, communication, conflict resolution, anger management, refusal skills, peer mediation, self-advocacy). DOK 3</b></p>
<p><b>PL-HS-1.1.03</b> <i>Students will identify and explain changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision- making process, perseverance). DOK2</i></p>
<p><b>PL.HS.1.1.04</b> <i>Students will explain the process of human reproduction and development (e.g., conception, birth, childhood, adolescence, adulthood) and its impact on an individual's well being. DOK 2</i></p>
<p><b>PL-HS-1.1.05</b> <i>Students will identify and evaluate the risks (e.g., STDs, unwanted pregnancies, HIV/AIDS) of being sexually active, and the strategies (e.g., abstinence, using refusal skills, talking with parents, doctors, counselors) for delaying sexual activity. DOK 3</i></p>
<p><b>Behavioral Choices</b> - Behavioral choices and habits contribute to the promotion of an individual's physical health, the prevention of illnesses and diseases, and the ability to remain mentally and emotionally healthy.</p>
<p><b>PL-HS-1.2.01</b> <b>Students will analyze the effect of individual behavior choices and habits relating to diet, exercise, rest, and other choices (e.g., tobacco, alcohol, and other drug use) on various body systems (e.g., circulatory, respiratory, nervous, digestive). DOK 3</b></p>
<p><b>PL-HS-1.2.02</b> <b>Students will describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable diseases (e.g., hepatitis, tuberculosis, STD/HIV) and non-communicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis). DOK 2</b></p>

<b>PL-HS-1.2.03</b> Students will explain risks associated with unhealthy habits and behaviors (e.g., dietary, physical activity, tobacco, alcohol, steroids, other substance abuse, sexual activity, violent/aggressive behavior). DOK 2
<b>PL-HS-1.2.04</b> Students will compare causes, symptoms, consequences, and treatments of mental and emotional problems (e.g., depression, anxiety, drug abuse, addictions, eating disorders, aggressive behaviors) for individuals and families. DOK 2
<i>PL-HS-1.2.05</i> <i>Students will recommend interventions (e.g., cease enabling activities), treatments (e.g., AA, outpatient therapy, group therapy), and other strategies (e.g., enhancing self esteem, building skills for success) as forms of help for negative behaviors or addictions (e.g., drug addictions, eating disorders). DOK 2</i>
<b>PL-HS-1.2.06</b> Students will recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health. DOK 3
<b>Nutrition</b> - Nutritious foods are necessary for growth, development and maintenance of healthy bodies.
<i>PL-HS-1.3.01</i> <i>Students will evaluate the positive and negative impact of food selections that contain essential nutrients (proteins, carbohydrates, fats, minerals, vitamins, water) on maintaining and promoting health. DOK 3</i>
<b>PL-HS-1.3.02</b> Students will explain how recommendations made in the <i>Dietary Guidelines for Americans 2005</i> and the Food Guide Pyramid contribute to good health and how exchanges and substitutions can be made for a variety of special dietary needs (e.g., diabetes, weight control, pregnancy). DOK 2
<b>Safety</b> - Safety procedures and prevention strategies can reduce accidents that are a major cause of injury and death.
<i>PL-HS-1.4.01</i> <i>Students will analyze how responsible use of machinery; motorized vehicles (e.g., all terrain vehicles, motorcycle, automobile, personal watercraft) and firearms reduce the risk of accidents and save lives. DOK 3</i>
<b>PL-HS-1.4.02</b> Students will explain how proper first-aid procedures (CPR/rescue breathing) for responding to emergency situations (falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) can help reduce the severity of injuries and save lives. DOK 2

<b>PHYSICAL EDUCATION</b> - Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities.
<b>Psychomotor Skills</b> - Development of psychomotor skills contributes to the development of social and cognitive skills.
<i>PL-HS-2.1.01</i> <i>Students will analyze the principles for motor skills (e.g., accuracy, technique, physics, mechanics) and make applications for improving these skills (locomotor, nonlocomotor, transitional). DOK 3</i>
<i>PL-HS-2.1.02</i> <i>Students will infer how an analysis of specialized movement patterns (e.g., swinging golf clubs, shooting basketballs) and sequence evaluation (e.g., positioning, performing, following through) can be used to make recommendations for the improvement of skills used in individual, dual, and team sports (e.g., golf, racket sports, softball, volleyball, basketball). DOK 3</i>
<b>Fitness</b> - Physical, mental, emotional, and social health is strengthened by regular involvement in physical activities.
<b>PL-HS-2.2.01</b> <b>Students will explain how physical, emotional/mental, and social benefits result from regular participation in leisure/recreational or competitive physical activities:</b> <ul style="list-style-type: none"> <li>• <b>Physical:</b> disease prevention, weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, control of body movements, increased metabolism, reduction of body fat, decrease in cholesterol, decreased heart rate</li> <li>• <b>Social:</b> Provides opportunity for interaction with others, cooperation, friendship, teamwork, respect for others, and tolerance</li> <li>• <b>Mental/Emotional:</b> Reduces anxiety/stress, depression, provides better body image, improves self-discipline, and self-respect</li> </ul> <b>DOK 2</b>
<i>PL-HS-2.2.02</i> <i>Students will apply techniques (e.g., practice, peer/teacher evaluation, individualized coaching) to achieve performance consistency in games and sports. DOK 3</i>
<b>Lifetime Physical Wellness</b> - Students demonstrate knowledge and skills that promote physical activity throughout their lives.
<b>PL-HS-2.3.01</b> <b>Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance) and apply the FITT Principle (Frequency, Intensity, Type, Time) to create a comprehensive exercise plan. DOK 3</b>
<i>PL-HS-2.3.02</i> <i>Students will compare offensive and defensive strategies and basic rules of play for a variety of games and sports. DOK 2</i>
<i>PL-HS-2.3.03</i> <i>Students will analyze the value and role of rules, fair play, cooperation, and sportsmanship for spectators/participants during games and sports. DOK 3</i>

**CONSUMERISM** - Consumer skills are essential for individuals and families due to the availability of numerous products and services on the market, multiple advertising techniques, the need to make responsible financial management decisions, and to utilize resources impacting the community and environment. These skills can provide a foundation for becoming consumer literate and responsible citizens.

**Consumer Decisions/Advertising** – Accessing and assessing consumer information, comparing and evaluating products and services, provides a basis for making effective consumer decisions.

*PL-HS-3.1.01*

*Students will explain ways to make responsible buying decisions in relation to wants (e.g., technology, name-brand clothing, jewelry, electronics) and needs (food, clothing, housing). DOK 2*

**PL-HS-3.1.02**

**Students will compare products and services based on these factors (e.g., price, quality, features, availability, warranties, comparison shopping, impulse buying) to consider when making consumer decisions. DOK 2**

**PL-HS-3.1.03**

**Students will explain why various factors that influence consumer decisions, such as peer pressure, desire for status, and advertising techniques (jingles/slogans, plain folks, magic ingredients, facts and figures, glittering generalities, endorsement/testimonial, bandwagon, snob appeal, emotional appeal, free gifts/rewards) are influential. DOK 2**

<p><b>Financial Literacy</b> – As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one’s lifetime.</p>
<p><b>PL-HS-3.2.01</b> Students will apply financial management practices, including budgeting, banking (e.g., check writing, balancing a checking account), savings and investments (e.g., advantages and disadvantages of savings accounts, stocks, bonds, mutual funds, certificates of deposit, IRAs, 401Ks), and credit (e.g., responsible use of debit and credit cards, establishing and maintaining good credit, cause and effect of bankruptcy), and explain their importance in achieving short and long-term financial goals. <b>DOK 3</b></p>
<p><b>Community &amp; Environment</b> – People rely on and evaluate the services and resources provided through private, public, and non-profit agencies in order to make effective consumer decisions.</p>
<p><b>PL-HS-3.3.01</b> Students will compare consumer actions (reuse, reduce, recycle, choosing renewable energy sources, using biodegradable packaging materials, composting) and analyze how these actions impact the environment (e.g., conserving resources; reducing water, air, and land pollution; reducing solid waste; conserving energy; greenhouse effect, slowing global warming). <b>DOK 3</b></p>
<p><i>PL-HS-3.3.02</i> Students will describe the relationship among private, public, and nonprofit health agencies and compare the services provided by each agency:</p> <ul style="list-style-type: none"> <li>• Private health care facilities (e.g., private physicians, nursing homes, rehabilitation facilities)</li> <li>• Hospitals</li> <li>• Public health departments and clinics</li> <li>• DES (Disaster and Emergency Services)</li> <li>• Family Resource Centers</li> <li>• Medicare/Medicaid insurance</li> <li>• Nonprofit health organizations (e.g., American Heart Association, American Red Cross, American Cancer Society) <b>DOK 2</b></li> </ul>
<p><b>Vocational Studies</b>—Awareness of careers starts in the primary grades and at the middle level more specific exploration experiences occur. The total experience through high school allows students to determine a career path that fits their interests, aptitude, and abilities, while providing strategies to prepare for a career. The basic skills, knowledge, and positive work habits for successful transition from school to postsecondary experiences and to life are addressed throughout a student’s educational experience.</p>
<p><b>Academic, Career Planning, Transition</b> – Many factors need to be considered when selecting a career path and preparing for employment.</p>
<p><i>PL-HS-4.1.01</i> Students will analyze and evaluate why people need to work and how a person’s career choice impacts life long earning potential, career opportunities, and job satisfaction. <b>DOK 3</b></p>
<p><i>PL-HS-4.1.02</i> Students will identify and explain how job and career opportunities vary at the local, state, and national levels and how components of the Individual Graduation Plan (IGP) (e.g., interest inventories, personality test, community service, résumé, awards/recognition) can be a valuable resource for career research, selection, and preparation. <b>DOK 2</b></p>

<p><b>PL-HS-4.1.03</b> Students will describe academic and non-academic benefits (e.g., communication skills, computer/technical skills, mathematical skills, scientific observation and inquiry skills, teamwork skills, work experience, professional references, insight into tasks and work environments) acquired from a range of education and training options (e.g., college, apprenticeships, internships, on-the-job training, military) and interpret ways education and training can impact life-long earning potential and future career opportunities. DOK 3</p>
<p><b>PL-HS-4.1.04</b> Students will analyze information (e.g., personality, values, interests, aptitudes and abilities, learning styles) from a variety of sources (e.g., Career Interest Inventory, Learning Styles Inventory, Career Aptitude Assessment, other formal assessments, job shadowing, academic experiences/grades, extra curricular activities) and explain how the information can be used to develop career goals in an Individual Graduation Plan (IGP). DOK 3</p>
<p><i>PL-HS-4.1.05</i> <i>Students will analyze and evaluate a variety of resources (e.g., Internet, print materials, guest speakers, mentors) that could be used to determine advantages and disadvantages (e.g., preparation, salary, benefits, demands of job, location, work environment) of various occupations. DOK 3</i></p>
<p><b>PL-HS-4.1.06</b> Students will identify and describe supporting documentation that would be needed for the career portfolio/Individual Graduation Plan (IGP):</p> <ul style="list-style-type: none"> <li>• Business letters (application, recommendation, follow-up)</li> <li>• Assessment data (e.g., interest, learning styles, aptitudes and abilities)</li> <li>• Résumé</li> <li>• Certifications/awards</li> <li>• Samples of work (e.g., videos, artwork, portfolio entries)</li> <li>• Records of work experiences</li> <li>• Transcripts</li> </ul> <p style="text-align: right;">DOK 2</p>
<p><i>PL-HS-4.1.07</i> <i>Students will compare post-secondary options (e.g., community technical colleges, 4-year colleges, military service) that would be the most appropriate preparation for a specific career path. DOK 2</i></p>
<p><b>Employability Skills</b> – Positive and negative work habits/ethics impact an individual's success in school and workplace.</p>
<p><b>PL-HS-4.2.01</b> Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace. DOK 2</p>
<p><b>PL-HS-4.2.02</b> Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace. DOK 3</p>
<p><b>Communication/Technology</b> – Special communication/technology skills are needed for success in schooling and in the workplace.</p>
<p><i>PL-HS-4.3.01</i> <i>Students will describe how job market changes have resulted from scientific advancements and the increased use of technology in the global economy. DOK 2</i></p>

**PL-HS-4.3.02**

Students will explain the purposes of technology tools (e.g., satellite, automated phone systems, on-line courses, computer aided drafting (CAD), graphing calculators, spreadsheets, data bases, Internet, on-line-banking) and analyze how these impact productivity in homes, schools, and jobs. DOK 3

**PL-HS-4.3.03**

Students will explain and apply skills that are used to seek, obtain, and change jobs/careers and postsecondary opportunities:

- Conducting a job search
- Writing letters
- Completing an application
- Securing a letter of reference
- Preparing a résumé
- Applying interview techniques (e.g., learn about employer/job, questions to ask, materials to take, answers to questions you may be asked, verbal and nonverbal communication)
- Using proper procedures when changing jobs (e.g., give advance notice, write a letter of resignation) DOK 3